ENTREPRENEURSHIP IN THE ALBERTA CURRICULUM

A MONOGRAPH

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Please Note

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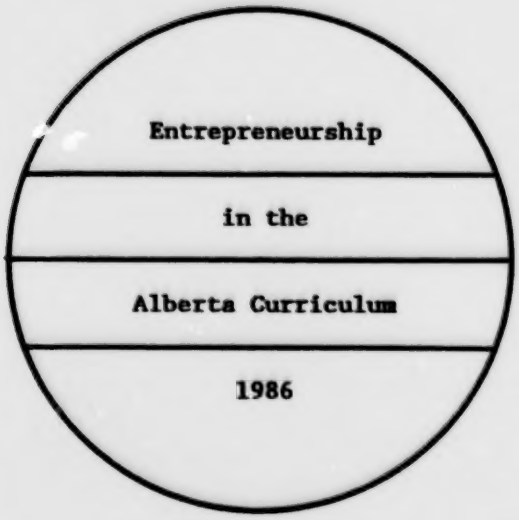
SECTION ONE

INTRODUCTION AND RATIONALE



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Section One:

INTRODUCTION AND RATIONALE

Introduction

In these days of economic downturn, and high unemployment, entrepreneurship or the act of creating a commercial enterprise, is an attractive and viable career option for many Albertans and indeed Canadians. Entrepreneurs can play a vital role in Canada's market based economy.

The abilities, skills and attitudes necessary for entrepreneurship are discussed in two major Alberta Government documents; namely, Proposals For An Industrial and Science Strategy For Albertans 1985 to 1990, White Paper, (1984); and Secondary Education in Alberta: Policy Statement (1985).

The White Paper clearly states that entrepreneurial talent can be both developed and stifled in school. It recommends that the education system should foster the development of appropriate skills necessary for entrepreneurship. The White Paper calls upon the education system to teach "the model of the market economy" and to foster "...ideas of risk taking, innovation and the pursuit of excellence".

As a follow-up to the White Paper, a policy statement for Secondary Education in Alberta was released in June of 1985 jointly by the Honourable David King, Minister of Education and the Honourable Premier, Peter Lougheed. This government policy statement on secondary education makes indirect two references to characteristics and skills applicable to the development of entrepreneurship.

The first goal of secondary education is stated as follows:

> * To assist students to develop the ability to think **conceptually**, **critically** and **creatively**, to acquire and apply **problem-solving skills**, to apply principles of **logic**, and to use different modes of **inquiry** (p.13).

In developing guidelines for program development the following statement is made in Secondary Education in Alberta:

> * The intellectual purpose of the secondary school should be emphasized by providing opportunities for all students to acquire basic communication and computation skills and to develop **analytical, creative, and critical thoughts processes. These skills must be integrated across all subject areas.** A continuum of general concepts, skills and attitudes necessary for developing students' thinking skills will be integrated across the curriculum, from elementary education to the end of secondary education (p.14).

This Monograph will examine concepts associated with entrepreneurship in education and presents a criteria for reviewing curricular documents to determine support for entrepreneurship.

In addition, current programs and opportunities that purport to develop and enhance the skills of entrepreneurship will be discussed. The Monograph concludes with an action plan for the consideration of Alberta Education.

Rationale for Entrepreneurship

In 1985, small and medium businesses constitute 42% of Canada's total work force (44% in Alberta) and contribute 48% to the Gross National Product. *

Entrepreneurship and consumers are interdependent. Alberta's economic growth, price levels, employment and standard of living will all be influenced by economic forces generated by their interdependent relationship.

Emphasis on entrepreneurship in education provides the following benefits:

- An unexplored and attractive career option. As the post war baby-boom generation settles into management positions for potentially longer periods of time, the limitations of upward mobility are being realized by young people. With this realization and with an appreciation of today's often discouraging job opportunity, forecasts, the challenge of entrepreneurial activity, and the benefits of "working for one's self" are becoming increasing attractive.

- A viable strategy for economic growth and development.

- A way to meet a community's basic needs (food, shelter, clothing) and secondary needs (transportation, education, entertainment, better environment, better health, and more comforts).

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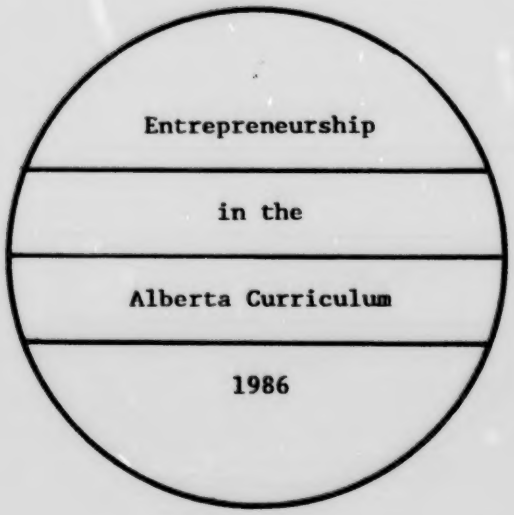
*Source: Small Business Secretariat, Department of Industry, Trade and Commerce.

- The development of more competent business owners and managers.
- An alternative to large corporations providing the goods and services.
- Expanding the scope of Canadian education.

SECTION TWO

DEFINITIONS



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Section Two:

DEFINITIONS

Overview

This section deals with definitions of entrepreneurship and entrepreneurs. In addition, the major fields of small business are discussed.

Entrepreneurship

Entrepreneurship is a word that has been defined and used in a variety of ways. Webster's Nineth New Collegiate Dictionary (1983) defines entrepreneurship as occurring when a person "**organizes, manages** and **assumes the risks** of a business or enterprise." **Organization** refers to the process of gathering the money, people, and machinery needed to get the business started. **Management** involves supervision of the day-to-day tasks of the enterprise. **Assuming responsibility** means that you make sacrifices for the business. This may include working twelve hours per day and having little time to spend with family and friends.

Entrepreneurship is that special element of the Canadians economic system that determines what tomorrow's needs are and then produces goods or services to meet those needs. There are three ways to be involved in entrepreneurship: buying an existing business, starting a business from scratch, and buying a franchise.

Entrepreneurs

An **entrepreneur** is an individual who creates, develops, and manages a business venture at personal risk for a potential profit.

Entrepreneur is derived from the French word "Entreprendre" meaning "to undertake". The entrepreneur undertakes to create, organize, manage, and assume the risk of a business, especially, a new or untried business.

A precise definition of an entrepreneur is difficult. Webster (1973) defines him/her as "one who organizes a business undertaking, assuming the risks for sake of profit". More clearly expressed, according to Hutt (1982, a), an entrepreneur is one who recognizes opportunity and as an innovator/developer assumes risks in a competitive market place in order to provide a needed **product** or **service** and realize an adequate reward (profit) for his efforts. **Goods** or **products** are purchased every day as people eat lunch, visit the grocery store, shop for clothing, or buy a soft drink. **Services** are tasks we pay others to do for us, for example, hair stylist, dance instructor, or auto mechanic.

Entrepreneuse is a seldom used feminine version of the word entrepreneur. Increasingly, according to Christy and Jones (1982), the opportunities for and recorded successes of women in new business ventures offer great encouragement to those with vision, courage and management skills.

A successful entrepreneur is one who can anticipate what product or service is needed in the market place. Forbes (1969) described Thomas A. Edison as perhaps the most "incurable entrepreneur" of all time. Edison worked with teams of people who followed a coordinated plan to turn out inventions just as regular as a factory produced goods. He invented for the marketplace.

The Fields of Small Business (Entrepreneurship)

There are successful entrepreneurs in almost every area of Canadian business. The five major fields of business activity are (1) extractive, (2) manufacturing, (3) wholesale, (4) retail, and (5) services.

Extractive enterprises grow products or take raw materials from where they are found in nature. Agriculture, forestry, and commercial fishing samples of businesses in this field.

Manufacturing businesses take raw materials and change them into a form that consumers can use. For example, a baker changes flour, sugar, and spices into pies and cakes; bolts of fabric become clothing; and polyvinyl chloride become garbage bags or records.

Wholesalers buy goods from extractive or manufacturing enterprises and sell them to other businesses. They usually buy in large quantities. For example, a maker of garden rakes might sell 3,000 rakes to one wholesaler. The wholesaler, in turn, may sell 60 rakes to each of 50 garden stores. Finally, the stores will sell the rakes one at a time to 60 different customers.

Retailers buy products from wholesalers, manufacturers, or extractive enterprises and sell them to consumers. Most people think of a retail business as being a store where they can go to buy goods. However, the retail store (or over-the-counter retailing) is only one of four different forms of retailing. The others are mail order, direct (door-to-door), and vending machine retailing.

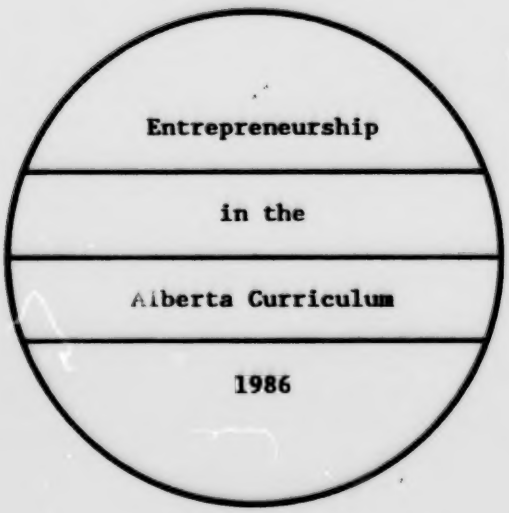
Services are found in five categories: (1) personal services, (2) business services, (3) repair services, (4) entertainment and recreation services, and (5) hotel and lodging services. Of all the fields of business, **services** are generally the easiest to enter. They can usually be started with very little money. Many can be operated from the home or from a small office or shop. Examples are telephone answering, typewriting, and small appliance repair.

Examples of specific enterprises in each of the above five categories are found in Appendix A.

Other definitions related to entrepreneurship that may assist the reader are found in Appendix B.

SECTION THREE

CHARACTERISTICS
OF
SUCCESSFUL ENTREPRENEURS



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Section Three:

CHARACTERISTICS OF SUCCESSFUL ENTREPRENEURS

Overview

This section deals with the traits or characteristics of successful entrepreneurs. It describes the core competencies expected by employers of high school graduates. In addition, the skills of entrepreneurship are delineated and discussed in depth. Personal characteristics and attitudes of entrepreneurs are presented. The identification of these characteristics, attitudes and behaviours could be used to provide a direction/structure for curriculum development. Finally, selected cases of successful entrepreneurs are cited.

Core Competencies Expected By Employers

It is assumed that successful entrepreneurs would have mastered the core competencies employers expect of high school graduates (Heckert, 1984). These are summarized in Table 1.

TABLE 1 Core Competencies Expected By Employers of High School Graduates *

• Command of the English Language	Essential for success and mobility in society. A second language may be useful in job mobility.
• Reasoning and Problem Solving	This capacity is central to being an educated person. Well developed reasoning capacity requires a person to be able to: • Identify problems • Consider and evaluate possible alternative solutions, weighing their risks and benefits • Formulate and reach decisions logically • Separate fact from opinion • Adjust to unanticipated situations by applying established rules and facts • Work out new ways of handling recurring problems • Determine what is needed to accomplish work assignments.
• Reading	Competent reading requires the ability to: • Understand the purpose of written material • Note details and facts • Identify and summarize principal and subsidiary ideas • Be aware of inconsistency in written materials • Verify information and evaluate the worth and objectivity of sources • Interpret quantitative information; for example, in tables, charts, and graphs.

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*Adapted from High Schools and the Changing Workplace, The Employee View, 1984.

• Writing	Skillfull writing requires the ability to: • Gather information suitable for the purpose • Organize information in a logical and coherent manner • Use standard English syntax • Apply the rules of correct spelling, punctuation, and capitalization • Attribute references correctly • Use reference books such as a dictionary, a thesaurus, and an encyclopedia • Write legibly
• Computation	Precise computation requires that a person be able to: • Add, subtract, multiply, and divide whole numbers, decimals and fractions accurately • Calculate distance, weight, area, volume, and time • Convert from one measurement system to another, for example, from English to metric • Determine the costs, time, or resources necessary for a task • Calculate simple interest • Compute costs and make change • Understand simple probability and statistics • Calculate using information obtained from charts, graphs, and tables • Use ratios, proportions, percentages, and algebraic equations with a single unknown • Estimate results and judge their accuracy.

• An Understanding of Science and Technology	Students need the confidence that they can understand how things work. Nothing builds this confidence so effectively as the study of specific technologies and the scientific principles underlying them. Specific competencies are: • Ability to apply the scientific method (ability to formulate hypotheses and evaluate them by experimentation.) • Ability to apply the basic principles of the physical, chemical and biological sciences to work • Acquaintance with computers.
• Oral Communication	• Communicate in standard English • Understand the intent and details of oral communication • Understand and give instructions • Identify and summarize correctly principal and subsidiary ideas in discussions • Obtain, clarify, and verify information through questioning • Participate effectively in discussions.
• Interpersonal Relationships	Effective interpersonal relationships require the ability to: • Interact in a socially appropriate manner • Demonstrate respect for the opinions, customs, and individual differences of others • Appreciate the importance and value of humor • Offer and accept criticism constructively • Handle conflict maturely • Participate in reaching group decisions.

• A Background of Social and Economic Studies	Adequate social and economic knowledge requires an understanding of: • The history of present-day Canadian society • The political, economic, and social systems of Canada and other countries • The fundamentals of economics including a basic understanding of the roles of money, capital investment, product pricing, cost, profit, and productivity, and market forces such as supply and demand • The concept of "trade-offs" and the differences between economic principles, facts, and value judgements • The roles of industry and labor in creating wealth, maintaining employment, and raising the standard of living • The forms and functions of local, provincial and federal governments • The rights and responsibilities of citizens • Civil rights and justice in a free society.
• Personal Work Habits and Attitudes	Constructive work habits and attitudes require: • A realistic positive attitude toward one's self • A willingness to learn • A positive attitude toward work and pride in accomplishment • Self discipline, including regular and punctual attendance and dependability • The ability to set goals and allocate time to achieve them

	• The capacity to accept responsibility • The ability to work with or without supervision • An understanding of the need for the organization, supervision, rules, policies, and procedures • Freedom from substance abuse • Appropriate personal hygiene • Appropriate dress and grooming.

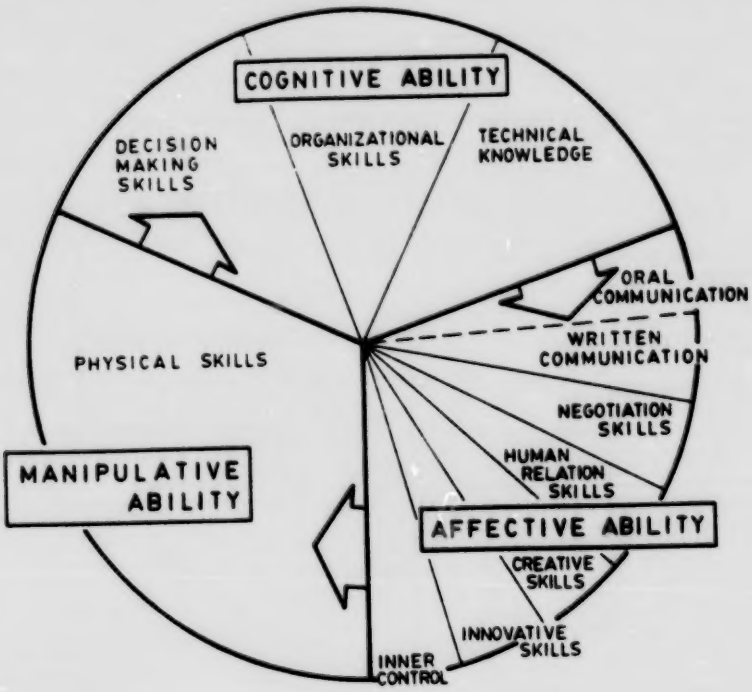
Abilities and Skills of Entrepreneurship

In addition to core competencies, successful entrepreneurs demonstrate a variety of abilities and skills. These may be grouped into three categories:

- cognitive (knowledge-based)
- affective (feeling-based)
- manipulative (movement-based).

Figure 1 represents the entrepreneurial skills involved in these three ability categories.

FIGURE 1 Abilities and Skills Necessary for Entrepreneurship



Description of the Skills of Entrepreneurship

Each ability area and each skill identified in Figure 1 are considered critical to successful entrepreneurship. A brief discussion of each skill follows.

1. COGNITIVE ABILITIES

a. Decision Making Skills

Decision making is a skill which can be developed through practice. Most people, particularly entrepreneurs, are interested in controlling the results of their decisions. People develop different attitudes about making decisions. For example, some people rely strictly on their "gut reaction" in making decisions. Others gather every possible scrap of information before deciding, still others allow other people to make decisions for them. In making decisions, mistakes are inevitable, so using mistakes as a learning situation is more realistic than insisting on perfection. Many people find that a step-by-step procedure is a useful aid in making decisions A procedure of this kind can help organize thinking so that alternatives can be evaluated realistically. One guide to decision making has five steps:

- Defining the problem or issue
- Gathering information and listing alternatives
- Evaluating alternatives
- Taking moderate risks
- Getting and using feedback.

b. Technical Knowledge

Whether an entrepreneur owns a factory, farm, beauty salon or store, he needs to feel comfortable with and be able to use advance technologies to operate their business venture efficiently. Competence in the technologies include the ability to apply the scientific method and the basic principles of the physical, chemical, and biological sciences to the workplace. In addition, knowledge of computer application may greatly assist the entrepreneur in business management.

c. Organizational Skills

The ability to organize, plan, and provide leadership are key ingredients in the success of an entrepreneur. The development and application of the following organizational skills will contribute to entrepreneurship: time management, working with others, displaying leadership, handling details, and understanding loans and credit systems.

According to Lupini (1986) leadership is a multifaceted concept that involves the following factors:

- Knowledge and expertise in a particular area
- Effective communication skills
- Personal characteristics of understanding and charisma
- Ability to focus on present and future at the same time
- Ability to operate within an environment of uncertainty, and
- Agreeable to public scrutiny.

2. Affective Abilities

a. Creative Skills

Entrepreneurship provides opportunities for interdisciplinary cooperation between economics and psychology. Gilad (1984) states that creativity in business or economic behavior have been virtually ignored in the literature to date. What can be creative in buying grain in Alberta and selling it to Russia? What can be creative about opening a water company in Nanton, Alberta and profiting from it? Everything! An entrepreneur must discover an opportunity for profit associated with a particular use of resources. This is the essence of entrepreneurship that requires creative skills.

According to Torrance and Myers (1974) creativity is

> "...a process of becoming sensitive to or aware of problems, deficiencies, gaps in knowledge, missing elements, disharmonies; bringing together available information; defining the difficulty or identifying the missing elements, searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and retesting them; perfecting; and finally communicating the results."

Millar (1984) has isolated the factors and strengths associated with creativity developed by Torrance (1979) in over thirty years of research. These factors and strengths can be related to successful entrepreneurship. Table 3 summarizes the essence of creative behavior and relates these to entrepreneurial behavior.

TABLE 2 Summary of the Relationship of Creativity to Entrepreneurship

Creative Factor	Description	Relevance to Entrepreneurship
• Produce and consider many alternatives (or: Think of lots and different kinds of ideas)	This factor actually involves two creative elements: **fluency** and **flexibility**. Fluency is simply the production of ideas. Flexibility has to do with an individual's ability to shift mental categories or to produce and consider ideas and alternatives that are categorically different from one another.	The skills involved in fluency and flexibility are important in the development, production, promotion, and marketing phases of a business venture. The solving of problems associated with a product or service involves thinking of many and different kinds of ideas.
• Originality (or: Be Inventive!)	**Originality** is the ability to produce ideas that are different and unique. It requires looking beyond the obvious and mundane to the novel and inventive.	The application of originality in a business venture is directly related to its success. Inventiveness involves new business combinations and endeavors as well as the introduction of new products. A product or service that is a little bit different is important to its success in the market place.

Creative Factor	Description	Relevance to Entrepreneurship
• Elaboration (Or: Add some extras)	The addition of detail to an idea, plan, or drawing is elaboration. It involves the embellishment of whatever is being produced. It is the "flesh" that rounds out the "skeleton" of an idea.	An entrepreneur must know all the details of his/her business venture and still be able to have a gestalt of the whole operation.
• Highlighting the Essence (Or: Get to the heart of the matter)	This ability requires a whole range of subskills from simplification and clarification to condensation and summarization. It involves a process of distinguishing between relevant and irrelevant material. The ultimate goal of highlighting the essence is to identify the dominant problem or idea.	The entrepreneur must be able to abstract the dominant ideas in problem resolution. Also, the ability to manage one's time on relevant activities will assist the entrepreneur in running an efficient business.
• Keep Open (Or: Don't take the easiest way out)	In order to prevent premature closure, an individual must resist the natural impulse to accept the first idea or solution that comes to mind. Deferment of judgement until a problem is fully understood and a number of solutions have been explored is crucial to avoiding premature closure.	In solving problems an entrepreneur must be knowledgeable of the facts and consider alternatives before a solution is taken.

Creative Factor	Description	Relevance to Entrepreneurship
• Awareness of Emotions (Or: Know and express your feelings)	Feelings affect thinking and creative production. Emotional commitment is required and emotional factors play a role in the achievement of a genuine breakthrough or "aha". Many ideas and solutions related to a problem originate in emotions. Although the most meaningful creative insight will arise in conjunction with knowledge and persistence, without the ability to tap the emotions, it may not occur at all.	Entrepreneurs must be sensitive to the feelings of others both within the business venture and in the market place. Effective human relations means being 'in touch' with your feelings and those of others.
• Put Your Ideas in Context (Or: Get the big picture)	Ideas do not function in isolation from other ideas. This creative strength is the ability to see the relationship between and to recognize the large scale implications of ideas and events.	Recognition of where and how a product or service fits into the larger economic situation is important.
• Combine and Synthesize (Or: Get it together)	This strength is an ability to bind an array of ideas and facts together to develop a new idea. The new idea is more than sum of the parts that make it up. The parts may be very diverse and the process of connecting and joining them in a novel and pleasing combination is the essence of this creative strength.	A successful product or service is often the result of a pleasing combination of ideas/materials to meet a need in the marketplace.

Creative Factor	Description	Relevance to Entrepreneurship
• Visualize It-Richly and Colourfully (Or: See things in all their splendor)	Creative production demands an ability to visualize concepts, ideas, processes, and plans. The visualizations need not be original but are of necessity vivid, distinct, intense, and colourful. The image produced often appeals to and stimulates more than one of the sense modalities.	A product or service must be appealing to the senses. In addition, marketing or advertising techniques must make use of this creative strength.
• Fantasy (Or: Use your imagination)	**Fantasy** is the ability to go beyond what is real into the realm of imagination. The ability to extend one's thoughts beyond concrete reality and to, just for a while, believe the impossible possible is the essence of fantasy. It is an ability which can wither quickly under the pressure to conform and face up to reality.	For a business to be productive and remain current, imagination must be used to further refine and make more attractive a product or service.
• Richness of Imagery (Or: Feel it, smell it, touch it, taste it, hear it)	Imagery is enriched when more than one sense modality is incorporated in the experience. Idea flow appears to be increased when an individual is kinesthetically and auditorally active.	Advertising uses this creative strength. Images reflecting youth, beauty, and success are used to attract the viewer to a product or service.

Creative Factor	Description	Relevance to Entrepreneurship
• Unusual Visual Perspective (Or: Seeing things from a different angle)	An unusual visual perspective is achieved when an individual perceives an object, person or event in a different and new light. A creative individual may look at everyday objects and see something novel and exciting. This ability is one of the single most effective predictors of adult creative achievement.	This strength enables the entrepreneur to make the common product or service unique.
• Internal Visual Perspective (Or: Don't judge a book by its cover!)	An internal visual perspective is attained by examining inner elements of an object problem or idea. An interest in what makes machine "tick" or determining the core components of an idea is an internal visual perspective. This ability involves looking beyond exteriors to hidden possibilities.	An analytical mind which determines the core components of a product or service is vital to successful entrepreneurship.
• Breakthrough - Extend the Boundaries (Or: Break habit thinking)	Breaking away from an image or idea to go beyond its boundaries is what is meant by breakthrough. It requires looking past the problems or images themselves to the systems that they function in and around. It involves removing barriers imposed by habit and tradition and reformulating the problem or solution.	This creative strength is important in problem solving. The successful entrepreneur must go beyond logical thinking to resolve issues.

Creative Factor	Description	Relevance to Entrepreneurship
• Humour (Or: Laugh a little)	Humour involves an ability to see incongruities, to combine ideas or images in an unusual way or to surprise. The most important component of this strength is not necessarily the ability to produce humour but to see and pick up on the humour in situations, events and images. The ability to see humour, or to be humourous, requires a certain detachment which is similar to the critical perspective necessary to look at problems and situations in a creative way.	Humour is likely the most underrated creative strength. It is useful in problem solving and in dealing with people.
• Decentrism - Glimpsing Infinity (Or: Get out your crystal ball)	Decentrism simply means a concern for things outside of the self. It involves an concern for the future and a willingness to adapt to changes that the future holds and to be a part in shaping the future. An acceptance of the uncertainty of the future and remaining open to it is an important component of this creative strength.	Forecasting market conditions, economic outlooks, and consumer needs are related to a successful business venture.

Creativity and entrepreneurship are interdependent and require further study so that the relationship is better understood.

b. Innovative Skills

Most innovations start with a vague notion that somebody ought to figure out a better way to do something. Others start with a thought such as "Wouldn't it be profitable (interesting, fun, easier, helpful, entertaining, convenient, ...) if .....? Innovating means finding ways to turn these thoughts into action. One way of viewing innovation is to break it down into three stages: idea generation, idea maintenance, and idea follow-through. **Idea generation** involves applying old ideas to new and different situations. Workable ideas can result simply by generating new combinations. **Idea maintenance** is evaluating the worthwhileness of an idea according to a criteria (e.g., SAFE- Simple, Appropriate, Functional, and Economical). **Idea follow-through** involves the marketing or selling of ideas through thoughtful planning and calculated risk-taking. Kirton (1976) provides a useful discussion of the behavioral description of adaptors and innovators for those interested in more detail.

c. Inner Control Skills

Inner control is the ability to direct or guide the events in your life. In order to have inner control, it is necessary both to believe and act in ways which exercise your ability to direct your life. Inner control involves the development, practice and maintenance of planning, setting goals, reality perception, moderate and calculated risk taking, self confidence, and assuming responsibility for your actions.

d. Human Relation Skills

Human relations skills related to entrepreneurship include continuing efforts to:

- understand personal needs, goals and desires and to act on this understanding;
- understand the needs, goals, and desires of people with whom we associate, and to help them fulfill them.
- enlarge the circle of acquaintances so that one begins to appreciate different values and lifestyles.
- involve others in accomplishing goals by allowing them to share responsibility.
- develop good communication skills through questioning, active listening and using feedback.

e. Communication Skills

Success in any business venture includes an aptitude to communicate thoughts and knowledge through oral and written forms. In addition, the ability to access, understand, and interpret large quantities of information via modern technologies is very important to the entrepreneur.

f. Negotiating Skills

Turning conflict into agreement is one of the highest human arts (Shea, 1984). The art of negotiation is a way of life - from the dinner table to the summit table! You discuss a raise with your boss. A man and wife sit down to seek an agreement over the purchase of a new house. An entrepreneur negotiates with a supplier over the cost of a raw product or a necessary service which is essential to the continued operation of his company. Everyone is a negotiator.

Negotiation is a basic means of getting what you want from others. It is back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed. Although negotiation is commonplace, it is not easy to do.

Traditionally, negotiation is regarded as "the art of getting what you want" - with no regard as to the cost of the other side. The success of an agreement is often measured in terms of gains made on your side and concessions forced from the other side. One sided agreements such as these are called "win-lose" agreements.

Often, when people find themselves in a dilemma, they see only two ways to negotiate - soft or hard. The **soft negotiator** wants to avoid personal conflict and so makes concessions readily in order to reach an agreement. The individual wants an amicable resolution, yet the person often ends up exploited and feeling bitter. The **hard negotiator** sees any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better. This person wants to win and often ends up exhausted and an enemy to the other side.

There is a third way to negotiate that combines both soft and hard approaches Fisher and Ury (1983) term it principled negotiation while Shea (1984) refers to it as creative negotiating. Both are win-win methods of turning conflict into agreement. Principled negotiation decides issues on their merits rather than through a haggling process focused on what each side says it will and won't do. The method of principled negotiation is hard on the merits of an issue and soft on the people. The key to creative negotiating is that negotiators must focus on the needs of all participants. It is a skill that offers an opportunity to improve the relationships and transactions among everyone for mutual and beneficial gain. Creative negotiating can bring about even greater gains. It involves efforts on **all sides** and at **all stages** to provide innovative solutions that enable everyone to profit substantially. This win-win consequence enhances relationship and creates greater cooperation among participants.

The skills of negotiation must be and can be deliberately taught. Jandt (1985) provides useful strategies for negotiation. Murdock (1986) outlines methods for the teaching and practice of negotiation skills in school and other structured settings.

3. Manipulative Ability

a. Physical Skills

Physical Skills relate to the physical activities involved in the performance of various jobs. These physical skills are required for successful performance in a variety entrepreneurial ventures. The physical skills essential to entrepreneurs were derived from an analyses of the Canadian Classification and Dictionary of Occupations (1971). These skills are elaborated upon in the criteria in Section Four.

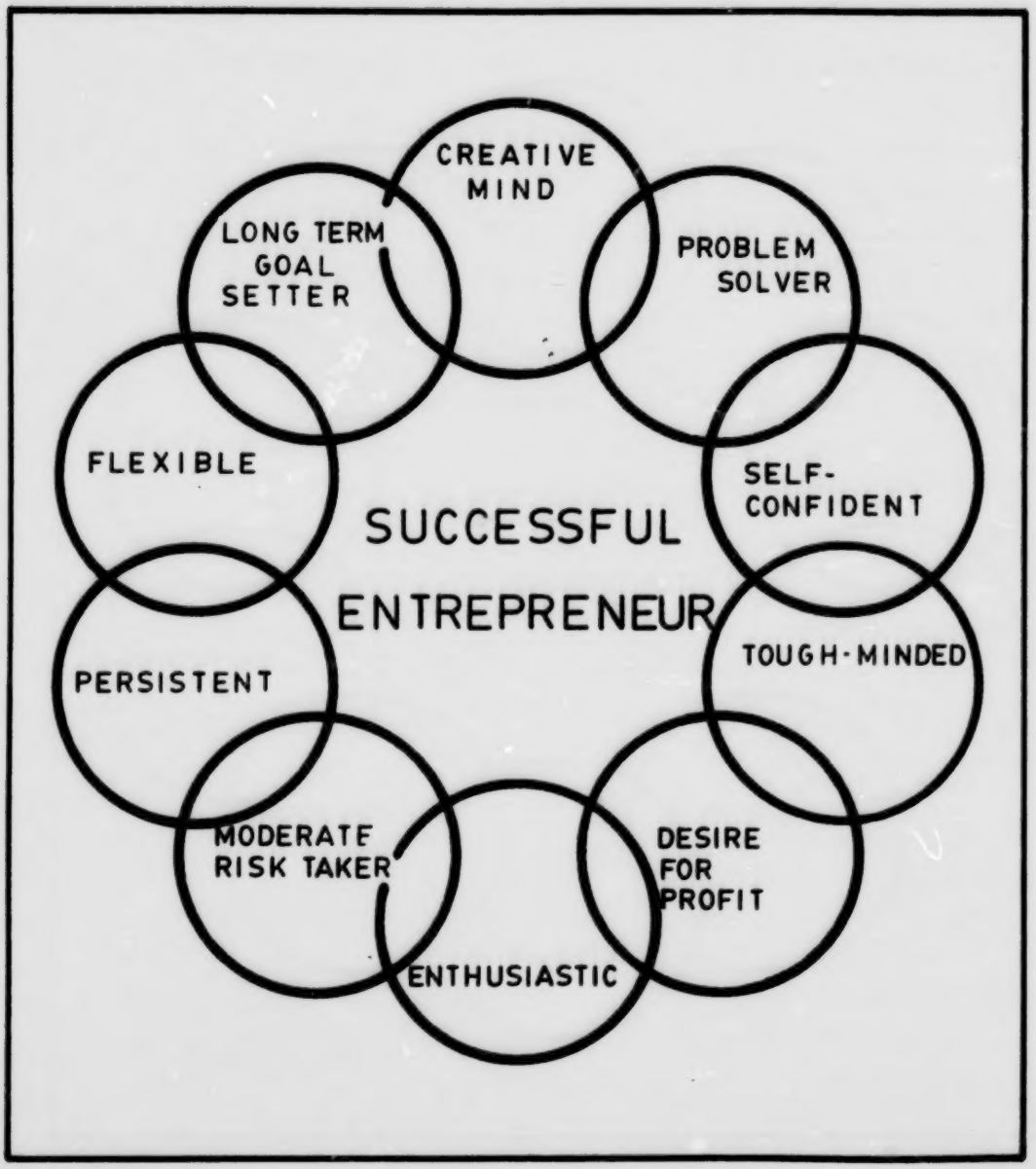
"The most sensible people to be met with in society are men of business and of the world, who argue from what they see and know, instead of spinning cobweb distinctions of what things ought to be."

William Hazlitt, "On the Ignorance of the Learned," 1821.

Personal Characteristics and Attitudes of Successful Entrepreneurs

Personal traits of successful entrepreneurs as a group have been analyzed by many researchers (Chrisman, 1981; Langenecker & Schoen, 1975; Ashmore & Pritz, 1983; Jennings, 1985; Hutt, 1982 (b); and Greenwood et al, 1983). These are clustered around 10 traits and attitudes. Figure 2 depicts the ten traits. No successful entrepreneur would need to have all the characteristics to follow and no order of priority is intended. They are cited only as typical of entrepreneurs.

FIGURE 2 Circle of Personal Traits Displayed
by
Successful Entrepreneurs



Entrepreneurs need to have:

- A sense of **long-term-goals**. Successful entrepreneurs envision what the long-range results of a given action will be and strive to make those results come true.

- A degree of **tough-mindedness**. This trait enables entrepreneurs to make and stick by decisions that are based on some amount of intuition. They lead the way for the rest to follow.

- A **willingness to work** a little harder and a little longer. They work not only for rewards but also for the pleasure of creating the business venture. The willingness to work hard surfaces when the entrepreneur is faced with problems or situations that "tax his/her unique talents. Persistence is a powerful predictor of entrepreneurial success. Persistence has been defined as the willingness to seek alternative approaches and problem solving methods.

- A degree of **self-confidence**. This trait enables entrepreneurs to make firm decisions and keep them from worrying afterwards. In addition, self-confidence is a useful trait in hiring outside experts, acquiring necessary capital, selling the product or service, and hiring the best people to do the job. Self confidence is an essential ingredient to develop inner control.

- A **willingness to take calculated and moderate risks**. Entrepreneurs feel that results are controllable, not strictly due to chance. This characteristic helps entrepreneurs set intelligent limits on capital, loans, manufacturing levels, inventory policy, and customers credit policy.

- A high degree of **flexibility** to meet challenging goals, pressures, technologies, and competition. Entrepreneurs have an abili y to juggle many "entrepreneurial hats" when confronted with changing circumstances in the marketplace.

- A **creative mind**. Successful entrepreneurs are quick to spot market needs and to supply products or services to meet those needs in new and profitable ways. Entrepreneurs see statistics as economic and market forecasts, and individuals as sources of ideas. Innovativeness is a component of creativity. New ideas such as ballpoint pens, zippers, and automatic transmission were developed by creative entrepreneurs.

- Good **problem-solving ability**. This trait enables entrepreneurs to learn through trial and error and to use the solving of problems as a road map. Each problem solved helps entrepreneurs chart a course for future success.

- A **desire for profit**. This trait is used to measure successes. Because of the profit motive, entrepreneurs will tend to find efficient use of resources.

- An underlying **enthusiasm** that keeps up their spirits. Enthusiasm helps entrepreneurs maintain high levels of creative thinking and focus activity to carry out successful business ventures. It keeps tough-mindedness from becoming gruff arrogance. It also activates the profit motive first when another person would decide "it j t isn't worth it".

The concensus arising from the literature is that the entrepreneur is made not born. This finding has direct and obvious implications for the role of education. Students can learn entrepreneurial skills. A self-evaluation quiz for potential entrepreneurs is found in Appendix C. Appendix D contains a checklist of the **Desirable Personal Characteristic of Entrepreneurs** that Alberta Education officials may wish to use in examining support for entrepreneurship in the goals and objectives of **Secondary Education in Alberta: A Policy Statement** (1985).

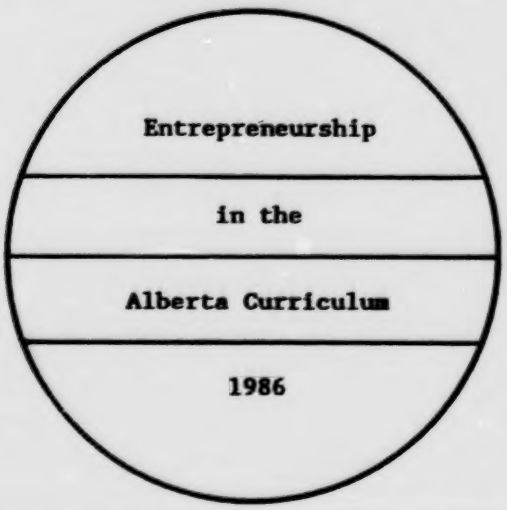
> **"While attending the University of Georgia this summer I met a doctoral student who financed his doctoral education by diving for golf balls! His entrepreneurial business idea was in great demand by golf courses all over the country."** (Millar, 1986)

Successful Entrepreneurs: Selected Cases

The scope of this paper limits the elaboration of specific cases of successful entrepreneurs. However, Appendix E contains cases of entrepreneurs in three age categories: under 12 years (**"Clever Kids Are Cashing In"**); high school age (**The New Entrepreneur**); and adult (**The Nanton Water Company** and **Fish Neckties**).

SECTION FOUR

CRITERIA FOR REVIEWING CURRICULAR DOCUMENTS TO DETERMINE SUPPORT FOR ENTREPRENEURSHIP



Alberta Education
Planning Services

Section Four:

CRITERIA FOR REVIEWING CURRICULAR DOCUMENTS TO DETERMINE SUPPORT FOR ENTREPRENEURSHIP

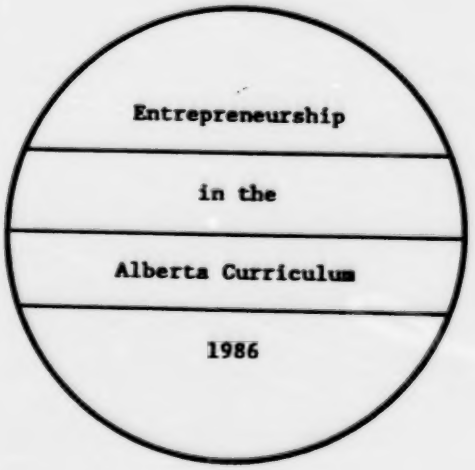
Overview

This section presents the criteria to be used by educators in reviewing existing courses to determine support for entrepreneurship. It outlines the skills identified by the literature as necessary for successful entrepreneurship. The section also includes significant definitions, review categories, instructions for using the criteria, an analysis of entrepreneurial skill categories, and a summary sheet. The purpose of the review is identify support for entrepreneurship in the curriculum and indicate when the "gaps" or deficiencies appear to be.

CRITERIA FOR REVIEWING CURRICULAR DOCUMENTS

TO

DETERMINE SUPPORT FOR ENTREPRENEURSHIP



ALBERTA EDUCATION

Introduction

As entrepreneurs are vital to the economy of Alberta, and indeed to Canada and other countries, it is important that the education system strives to develop the entrepreneurial spirit in students. With this in mind, criteria have been developed for reviewing curricular documents to determine support for entrepreneurship.

Objectives

1. To assess the consistency and support of curricular documents with the abilities, skills, and attitudes required for successful entrepreneurship.

2. To provide information to the Program Development Division of Alberta Education regarding possible revision of existing courses and development of new courses relative to entrepreneurship.

For the purpose of clarity, the criteria have been grouped around specific cognitive, affective and manipulative abilities and skills required by successful entrepreneurship.

Important Definitions

Entrepreneurship is the act of creating a commercial enterprise.

An entrepreneur is an individual who creates. develops, and manages a business venture, with personal risk, for a potential profit. The business venture may be either the creation of a good/product or the provision of a service.

Cognitive abilities relate to reasoning and logical thought processes. They include the skills of making decisions, technological knowledge, and organization. They are most useful in planning and managing a business venture.

Affective abilities are intuitive activities related to the skills of creativity, innovativeness, inner control, human relations, communication, and negotiation. They are most needed in creating a new product or service and in marketing, promotion and sales efforts. These skills are links to the marketplace.

Manipulative abilities relate to manual dexterity and skills in the performance of physical activities involved in successful job performance, such as, computer keyboard skills and building houses.

Review Categories to Determine Support for Entrepreneurship in Curricular Documents

The criteria listed are to be reviewed on a five-point scale with a sixth category for not-applicable statements. The following descriptions indicate the status of each review category:

Column (1) - Significant Emphasis:

This review category indicates that the course under study places significant emphasis on entrepreneurship.

Column (2) - Sufficient Emphasis:

This review category indicates that the course under study places sufficient emphasis (at an acceptable level) on entrepreneurship.

Column (3) - Moderate Emphasis:

This review category indicates that the statement is addressed but that further emphasis is necessary in order to adequately reflect the development and support for entrepreneurship.

Column (4) - Insufficient Emphasis:

This review category indicates that while the course under study may partially address this statement it is not sufficient to adequately reflect the development and support for entrepreneurship.

Column (5) - No Emphasis:

This review category indicates that entrepreneurship is not addressed in the course under study.

Column (6) - Not Applicable:

This review category indicates that entrepreneurship has no relevance to the particular course under study.

Instructions

1. Begin with a thorough reading of : a) the course document to be reviewed, b) this evaluation instrument.

2. Read each criteria carefully and respond to each statement by checking a category (1-6).

3. Should the checked category require explanation, use the blank space provided at the right of each statement for clarifying comments.

4. Use the space at the bottom of each page for additional comments you may wish to make which pertain to the entrepreneurial skill under consideration.

5. After responding to all criteria, complete the "Summary of Course Review" which provides a tally of all your findings.

6. After carefully checking your review for accuracy and completeness, sign and date it, and return it promptly.

CRITERIA FOR REVIEWING CURRICULAR DOCUMENTS TO DETERMINE SUPPORT FOR ENTREPRENEURSHIP

1. COGNITIVE ABILITIES

a. Decision Making Skills

Decision making is a skill which can be developed through practice. Most people, particularly entrepreneurs, are interested in controlling the results of their decisions. People develop different attitudes about making decisions. For example, some people rely strictly on their "gut reaction" in making decisions. Others gather every possible scrap of information before deciding. Still others may allow other people to make decisions for them. In making decisions, mistakes are inevitable, so using mistakes as a learning situation is more realistic than insisting on perfection. Many people find that a step-by-step procedure is a useful aid in making decisions. A procedure of this kind can help them organize their thinking so that alternatives can be evaluated realistically. One guide to decisions making has five steps:

1) Defining the problem or issue,
2) Gathering information and listing alternatives,
3) Evaluating alternatives,
4) Taking moderate risks,
5) Getting and using feedback.

Decision making skills can be developed through practice.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Examine their attitude toward making decisions.							
2. Identify and apply approaches for making decisions.							

	1	2	3	4	5	6
3. Collect and organize information.						
4. Develop a step-by-step guide for making decisions.						
5. Practice a step-by-step guide for making decisions.						

Summary: The document under review facilitates the development and application of decision-making skills.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

b. Technical Knowledge

Whether an entrepreneur owns a factory, farm, beauty salon or store, he needs to feel comfortable with and be able to use advanced technologies to operate the business venture efficiently. Competence in the technologies include the ability to apply the scientific method and the basic principles of the physical, chemical and biological sciences to the workplace. In addition, knowledge of computer use may greatly assist the entrepreneur in business.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Understand the scientific method, i.e., formulation of hypotheses and evaluation by experimentation							
2. Apply the scientific method, i.e., the ability to formulate hypotheses and evaluate them by experimentation.							
3. Understand the basic principles of the physical, chemical and biological sciences.							

	1	2	3	4	5	6	Comments
4. Apply the principles of the physical, chemical, and biological sciences.							
5. Utilize computers to facilitate learning.							

Summary: The document under review facilitates the understanding and application of advanced technical knowledge.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

c. Organizational Skills

The ability to organize is a key ingredient in the success of an entrepreneur. The development and application of the following organizational skills will contribute to entrepreneurship: a) time management, (b) working with others, (c) displaying leadership, (d) handling details, and (e) understanding loans and credit systems.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Manage their time effectively and efficiently in completing class requirements.							
2. Manage information effectively and efficiently.							
3. Develop an independent project and present it in class.							
4. Develop effective study habits.							

	1	2	3	4	5	6	Comments
5. Understand loans and credit systems.							
6. Display marketing and promotional techniques.							
7. Develop solutions to problems and issues.							
8. Present solutions to problems and issues to classmates and others.							
9. Display leadership traits.							

Summary: The document under review facilitates the organizational skills required by entrepreneurs.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

2. AFFECTIVE ABILITIES

"Academic smarts are easy to find; but creativity is rare and precious" (Sternberg, 1986 in Trotter).

a. Creative Skills

Entrepreneurs use many of the creative factors and strengths in the development, maintenance and promotion of their business venture. Torrance (1979) has isolated 5 factors and 11 strengths that are necessary for creative behaviour and production.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Develop a large number of ideas.							
2. Produce and consider ideas that are categorically different.							
3. Produce ideas that are different and unique.							
4. Embellish or add detail to an idea, plan, or product.							

	1	2	3	4	5	6	Comments
5. Simplify/condense the dominant or essential idea or problem.							
6. Defer judgement until a situation or problem is fully understood.							
7. Understand personal feelings about an idea, topic or situation and realize the synthesis of feelings with knowledge.							
8. Articulate ideas into a larger context.							
9. Combine an array of ideas and facts to develop a new idea.							
10. Visualize and produce concepts, ideas, images, processes, and plans that appeal to and stimulate more than one of the sense modalities.							

	1	2	3	4	5	6	Comments
11. Extend their thoughts beyond concrete reality and to, just for a while, believe the impossible possible.							
12. Perceive an object, person, or event in a different and new manner.							
13. Examine inner elements of an object, problem, or idea.							
14. Extent the boundaries of an idea and remove barriers imposed by habit and tradition.							
15. Produce and appreciate humor in situations, events, and images.							

	1	2	3	4	5	6	Comments
16. Enlarge and make more accurate their vision of the future.							

Summary: The document under review facilitates the application of the skill of creativity.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

b. Innovative Skills

Most innovations start with a vague notion that somebody ought to figure out a better way to do something. Others start with a thought such as "Wouldn't it be profitable (interesting, fun, easier, helpful, entertaining, convenient, ...) if .....?" Innovating means finding ways to turn these thoughts into action. One way of viewing innovation is to break it down into three stages: idea generation, idea maintenance, and idea follow-through. Idea generation involves apply old ideas to new and different situations. Workable ideas can result simply by generating new combinations. Idea maintenance is evaluating the worth whileness of an idea, according to a criteria (e.g., SAFE- Simple, Appropriate, Functional, and Economical). Idea follow-through involves the marketing or selling of ideas through thoughtful planning and calculated risk-taking.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Identify stages of innovation and the importance of each stage.							
2. Refine ideas by judging their worth and potential.							
3. Take calculated risks without fear of failure.							

		1	2	3	4	5	6	Comments
4.	Market or sell ideas through thoughtful planning and calculated risk-taking.							
5.	Discover problems and find avenues of solution.							
6.	Query problems; concomitant assumptions.							
7.	Act as a catalyst to "settled" groups.							
8.	Take control in unstructured situations.							
9.	Challenge rules.							
10.	Generate ideas without concern for group consensus.							

	1	2	3	4	5	6	Comments
11. Create periodic radical change.							

Summary: The document under review facilitates the development and use of the skills of innovation.

COMMENTS: (Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)

c. **Inner Control Skill**

Inner control is the ability to direct or guide the events in your life. In order to have inner control, it is necessary both to believe and act in ways which exercise your ability to direct your life. Inner control involves the development, practice and maintenance of planning, setting goals, reality perception, moderate and calculated risk taking, self confidence and assuming responsibility for your actions.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Understand current beliefs of inner control, control by powerful other people, and control by chance.							
2. Identify personal long term goals.							
3. Develop guidelines for setting personal goals and priorities.							
4. Practice techniques for building self confidence.							
5. Identify assumptions which improve reality perception.							

	1	2	3	4	5	6	Comments
6. Analyze their risk taking behaviour.							

Summary: The document under review facilitates the understanding and development of inner control.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

d. Human Relations Skills

Human relations skills related to entrepreneurship include continuing efforts to:

- Understand personal needs, goals and desires and to act on this understanding.
- Understand the needs, goals, and desires of people with whom we associate and to help them fulfill them.
- Enlarge the circle of acquaintances so that one begins to appreciate different values and lifestyles.
- Involve others in accomplishing goals by allowing them to share responsibility.
- Develop good communication skills through questioning, active listening and using feedback.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Use feedback from others to examine the ways they perceive themselves and others.							
2. Gain an awareness of personality types and their own personal orientation.							

	1	2	3	4	5	6	Comments
3. Examine their attitude toward different methods of leadership.							
4. Identify ways of improving their communication skills.							
5. Practice various communication skills.							

Summary: The document under review facilitates the important entrepreneurial skills of human relations.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

e. Communication Skills

Success in any business venture includes an aptitude to communicate thoughts and knowledge through oral and written forms.

Oral Communication Skills

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Understand the intent and details of oral communication.							
1. Understand and give directions.							
3. Identify and summarize correctly principle and subsidiary ideas in discussions.							
4. Obtain, clarify, and verify information through questioning.							
5. Participate effectively in discussions.							
6. Express important in formation accurately and quickly.							

Written Communication Skills

		1	2	3	4	5	6	Comments
1.	Write legibly							
2.	Gather information from various data bases suitable for a specific purpose.							
3.	Organize information in a logical and coherent manner.							
4.	Use standard English syntax.							
5.	Apply the rules of correct spelling, punctuation, and capitalization.							
6.	Attribute references correctly.							

	1	2	3	4	5	6	Comments
7. Use reference books and other information sources, such as a dictionary, a thesaurus, an encyclopedia and computer data basis.							

Summary: The document under review facilitates the development and application of written communication.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

f. Negotiating Skills

Turning conflict into agreement is one of the highest human arts (Shea, 1984). The art of negotiation is a way of life - from the dinner table to the summit table! You discuss a raise with your boss. A man and wife sit down to seek an agreement over the purchase of a new house. An entrepreneur negotiates with a supplier over the cost of a raw product or necessary service which is essential to the continued operation of his company. Everyone is a negotiator. Negotiation is a basic means of getting what you want from others. It is back-and-forth communication designed to reach an agreement when you **and the other side** have some interests that are shared and others that are opposed. Although, negotiation is commonplace it is not easy to do. The skills of negotiation for entrepreneurs is vital to their success. In school, these skills must be deliberately taught.

The course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Maintain and demonstrate confidence and composure under stressful conditions.							
2. Apply attack and support strategies -being firm and flexible.							
3. Turn a non-negotiable item into one that is successfully negotiable.							

		1	2	3	4	5	6	Comments
4.	Understand the vocabulary of negotiating.							
5.	Obtain useful information.							
6.	Identify their aims, goals and objectives.							
7.	Define their positions.							
8.	Understand what the opponent is really saying.							
9.	Read and project non-verbal communication.							
10.	Assess hidden meanings and agendas.							
11.	Develop effective listening skills.							

	1	2	3	4	5	6	Comments
12. Define the problem in terms of participants' needs.							
13. Make profitable concessions.							
14. Generate solutions while suspending judgement.							
15. Select solutions that meet the needs of <u>all</u> participants to formulate the agreement.							
16. Monitor the effects of the agreement.							
17. Keep and realign agreement.							

Summary: The document under review facilitates the skills of negotiation required by entrepreneurs.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

3. MANIPULATIVE ABILITY

Physical Skills

Physical skills relate to the physical activities involved in the performance of various jobs. These physical skills are required for successful performance in a variety entrepreneurial ventures. The physical skills listed below were derived from an analyses of the Canadian Classification and Dictionary of Occupations (1971).

This course under review provides opportunities for students to:

	1	2	3	4	5	6	Comments
1. Develop computer keyboard skills.							
2. Apply computer keyboard skills.							
3. Develop the necessary physical strength (lifting, carrying, pushing, and pulling).							
4. Develop body agility (climbing) and body equilibrium.							

	1	2	3	4	5	6	Comments
5. Develop the full use of the lower extremities as well as the back muscles (stooping, kneeling, crouching, and crawling).							
6. Develop the use of both upper extremities of the body (reaching, handling, fingering, and feeling).							
7. Develop the ability to receive information through oral communication or to make fine discriminations in sound.							
8. Develop clarity of vision (near and far acuity), depth perception (three-dimensional), eye accommodation, colour vision, and field of vision.							

Summary: The document under review facilitates the development of physical skills necessary for successful entrepreneurship.

COMMENTS: **(Additional information which will assist Alberta Education in developing programs and courses that operationalize the criteria outlined in this section.)**

SUMMARY OF COURSE REVIEW

Curriculum Document Title: _____

1. Program of Study: ☐
2. Curriculum Guide: ☐
3. Teaching Unit: ☐
4. Basic Resources: ☐
5. Other: ☐

Subject: _____ Grade: _____

A. Summary of Document Review:

Criteria Section	Total Number of Criteria	Number of N/A Criteria	Specific Criteria Requiring Action
I-A	5	_____	_____
I-B	5	_____	_____
I-C	9	_____	_____
II-A	16	_____	_____
II-B	11	_____	_____
II-C	6	_____	_____
II-D	5	_____	_____
II-E (oral)	6	_____	_____
II-E (written)	7	_____	_____
II-F	17	_____	_____
III	8	_____	_____
	95		

B. Cognitive Abilities

Section	Recommended Action
1. Cognitive Abilities	_____
a-Decision Making Skills	_____
b-Technical Knowledge	_____
c-Organizational Skills	_____

C. Affective Abilities

a-Creative Skills	_____
b-Innovative Skills	_____
c-Inner Control Skills	_____
d-Human Relations Skills	_____
e-Communication Skills	
Oral	_____
Written	_____
f-Negotiation Skills	_____

3. Manipulative Abilities

Physical Skills

C. **Summary**

Document is acceptable in present form to develop and enhance the skills of entrepreneurship. _____

Or

Document requires supplementation/modification to develop and enhance the skills of entrepreneurship. _____

D. Comments: _____

_____

_____

_____

_____

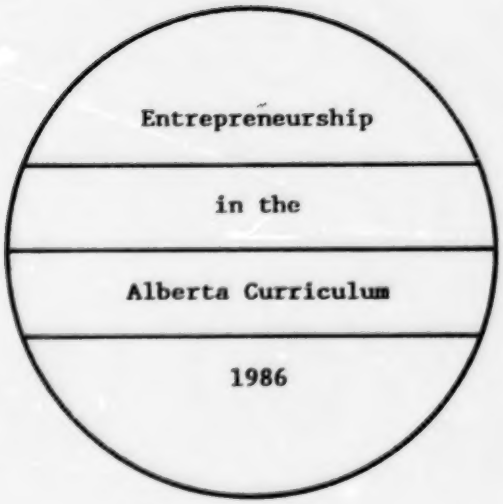
_____

_____

Reviewer: _____ Date: _____

SECTION FIVE

CURRENT PROGRAMS AND SERVICES



Alberta Education
Planning Services

Section Five:

CURRENT PROGRAMS AND SERVICES

Overview

This section provides a profile of selected programs in Alberta and elsewhere that promote and enhance entrepreneurship. In addition, services available to Alberta entrepreneurs are provided. A conceptual model of entrepreneurship education is presented with a discussion of the key role of education.

Selected Alberta Programs that Promote Entrepreneurship

Program	Description
PROJECT BUSINESS Designed by Junior Achievement of Canada Supported by W.K. Kellogg Foundation Shell Canada Limited Bank of Montreal	Project Business is a new in-class economic educational program. It involves a senior business person teaching a designed course in conjunction with a classroom teacher for a duration of one class for 12-18 weeks. The seven topics include Economics, The Canadian Economy, The Market System, Money and Banking, Financial Statements, Consumerism and Choosing a Career. Each topic consists of three stages: dialogue (class discussions), action (fieldtrips). and career exploration. Currently, Project Business is operating in 163 classes in 9 Canadian cities. The target grade level is 8 and 9.

Program	Description
OFF CAMPUS EDUCATION Initiated by Alberta Education	Off-campus education is intended to complement and enhance current programming in schools. Schools have the opportunity to develop programs in partnership with business, industry and the community. Examples of programs are: Work study work experience, mentorship, and community service. These programs may be offered in conjuction with any course listed in the Junior-Senior High School Handbook of Alberta Education.
IN PARTNERSHIP WITH A SCHOOL Implemented by the Calgary Board of Education	This concept was initiated by the superintendent and trustees of the Calgary Board of Education in the Fall of 1984. Simply, the "program" pairs a Calgary business/organization with a Calgary public school. The twinning is based upon matching interests and needs. Both partners can benefit in many ways from the relationship. Here are just a few examples: **Benefits to businesses/organizations** •increased communication and understanding of schools •increased staff moral, pride and commitment •increased communication among employees •informal and ongoing public relations for the organization •service and product exposure •the opportunity to have a direct impact on the future of our community

Program	Description
	Benefits to students and schools •role and career models for students •encouragement for student performance and participation •greater recognition of student achievement •additional learning resources for schools •increased communication with an understanding of businesses and organizations All schools within the jurisdiction of the Calgary Board of Education are eligible to participate.

Noteworthy Programs

Ontario

The government of Ontario has set aside one million dollars a year for the next two years to strengthen ties between school personnel and business and industry. School boards can apply for assistance in establishing such closer ties. A program of secondment of school teachers from business education and technical studies to local business and industry will be one significant thrust. In addition, the Ministry of Education (1986) will provide the funding to develop innovative in-school credit courses in entrepreneurial studies. The new courses will be a collaborative effort among business, industry, and school personnel. Entrepreneurial Studies I will deal with an introduction to entrepreneurship and entrepreneurs while Entrepreneurial Studies II will involve the foundation of a plan for an entrepreneurial venture. School implementation of these new courses will be September 1987.

Program for Acquiring Competence in Entrepreneurship (P.A.C.E.)

An individualized, computer-based program has been developed by Ashmore and Pritz (1983) from Ohio State University. The Program for Acquiring Competence in Entrepreneurship (P.A.C.E.) has a grade seven reading level and can be most frequently used in vocational, career, or business education settings.

Partnership in Education: Adopt a School

The Hamilton, Ontario area is promoting an industry-education partnership similar to the Calgary program "In Partnership With a School". Industry-Education Partnership are defined as follows:

> "Voluntary formal agreements between private sector entities and schools in which the partners match educational needs with available private sector resources in order to improve the quality of education within a community."

Services Available to Alberta Entrepreneurs

The following information is extracted from So What's An Entrepreneur Anyway? (Moreton, 1985)

> **Manpower Mobility** of Alberta Manpower provides counselling information to new immigrants intending to establish business ventures in Alberta.
>
> The **Alberta Career Centres** of Alberta Manpower provide information, workshops, and counselling on every aspect of career planning.
>
> The **Small Business Division** of Alberta Tourism and Small Business provides a wide variety of business counselling services as well as business site location assistance, community economic development programs, and comprehensive small business guides.

The **Alberta Research Council** provides technical information, industrial engineering, and an information retrieval system for industry.

Statistics Canada and the **Alberta Bureau of Statistics** have a wealth of information useful in market studies and other business research.

Entrepreneurship Education Model

A conceptual model developed by Scanlan et al (1980) indicates the various developmental stages of entrepreneurship with educational levels and role responsibilities. The model is depicted in Figure 3. Briefly, the model has six developmental stages which are deemed to be significant in becoming successful entrepreneurs: awareness development, practice and refinement, commitment, venture, and evaluation.

The model implies that a balance exists between education and business/industry/Government to prepare individuals for entrepreneurship. Collaborative efforts, planning, and participation can be made with education and business/industry to promote and teach the skills of entrepreneurship. Public education (elementary, secondary, and post-secondary) in Canada is one institution in our country that is designed to serve people from the school years through post career retirement. Most other public agencies limit their programs, activities, and services to very special audiences. The public education system serves the total age spectrum. **Therefore, the educational system is the most viable delivery system to insure coordination and articulation of entrepreneurship and economic development programs and strategies.** Certainly, the public school system has the greatest potential for influencing learning in the cognitive and affective domains for students.

ENTREPRENEURSHIP EDUCATION MODEL

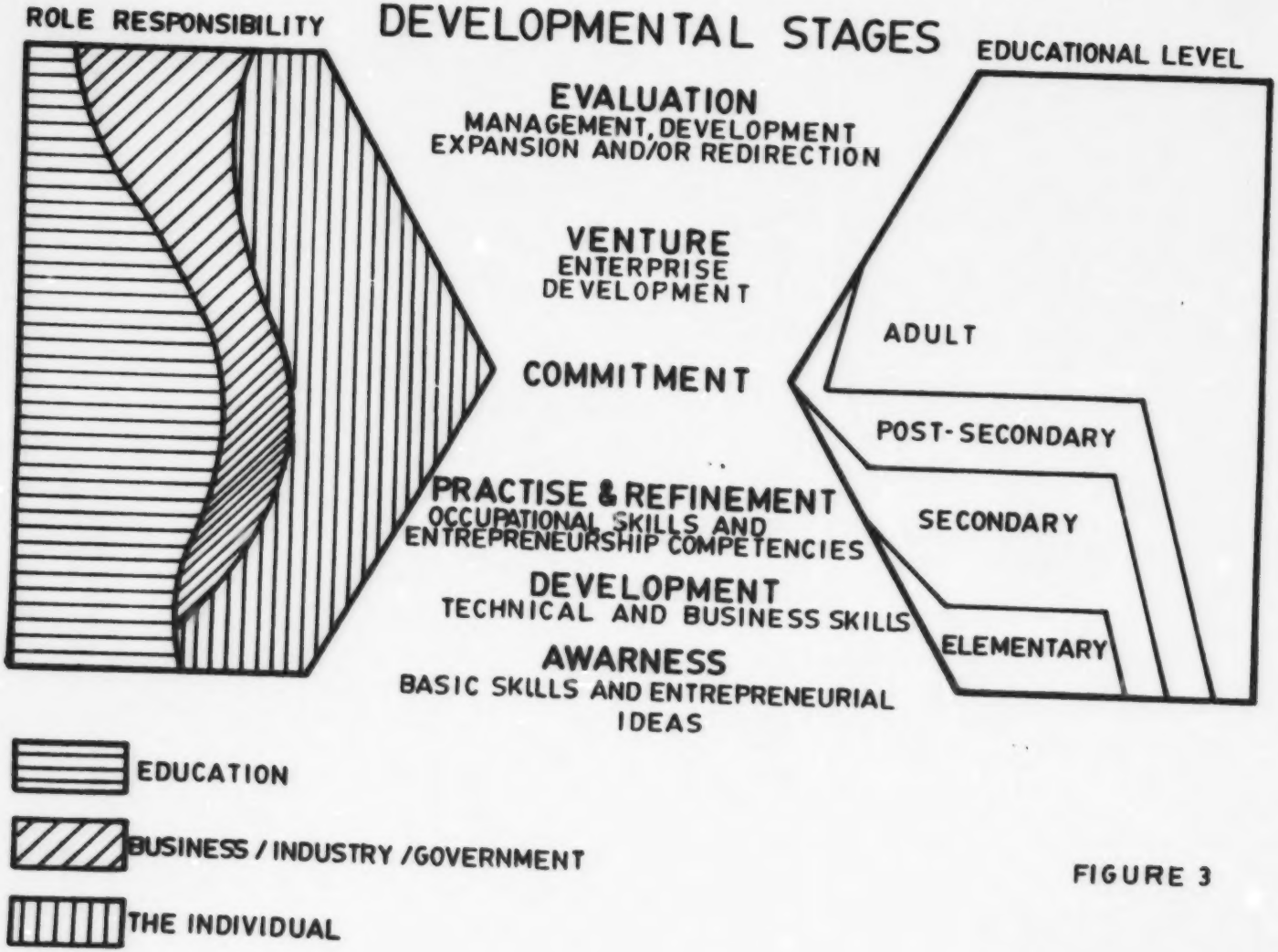
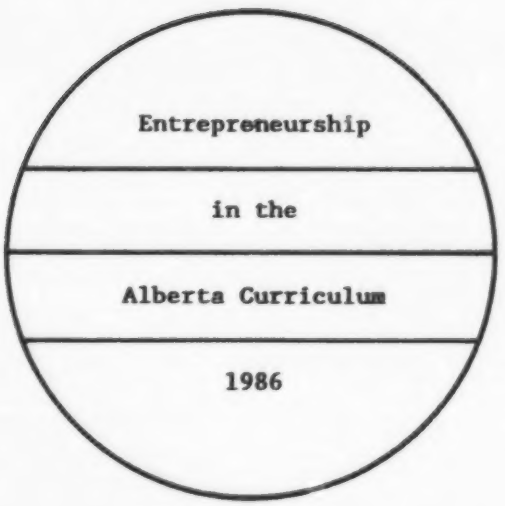


FIGURE 3

SECTION SIX

RECOMMENDED ACTION PLAN FOR

ALBERTA EDUCATION



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Section Six:

RECOMMENDED ACTION PLAN FOR ALBERTA EDUCATION

Overview

Every education program has an entrepreneurial component. The literature indicates that the skills of entrepreneurship can be deliberately taught in school. The importance of entrepreneurship to the economy makes it a viable and attractive career option for our youth. School personnel need to be aware of entrepreneurship and how to promote it through various subject areas. In addition, the recommendations suggest future action by Alberta Education.

It is recommended that:

1. **A document or monograph on entrepreneurship be prepared for use in schools.**

Comment: Administrators and teachers need to be aware of entrepreneurship and how it can be promoted, enhanced and taught in various subjects across the Alberta Curriculum.

Responsibility: Assistant Deputy Minister-Planning and Evaluation Division.

2. **The criteria as presented in Section Four be utilized to review current secondary core and complementary courses to determine support for entrepreneurship.**

Comment: Review of the current secondary school curriculum would fulfil the following two objectives.

1. To assess the consistency and support of curricular documents with the skills, abilities, and attitudes required for successful entrepreneurship, and

2. To provide information to the Program Development Division of Alberta Education regarding possible revision of existing courses and development of new courses relative to entrepreneurship.

Responsibility: Assistant Deputy Minister
-Program Development Division.

3. **Specific courses be developed for secondary students that deal with the basic concepts involved in entrepreneurship and with the development of an actual business venture.**

Comment: Depending upon the results of the review as in recommendation #2, specific courses that deal with entrepreneurial studies may be designed. These courses could be developed by Alberta Education in collaboration with business and industry. Credits would be awarded to students for successful completion of these courses.

Responsibility: Assistant Deputy Minister
-Program Development Division.

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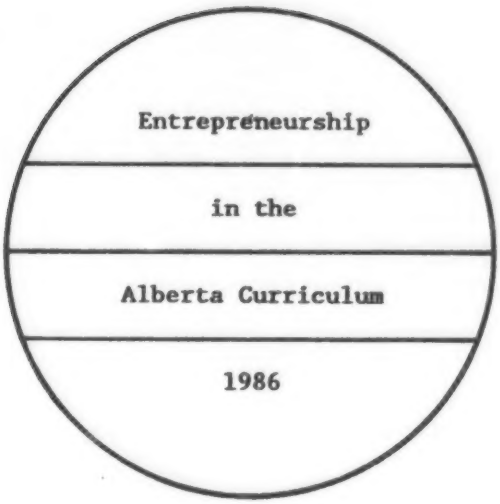

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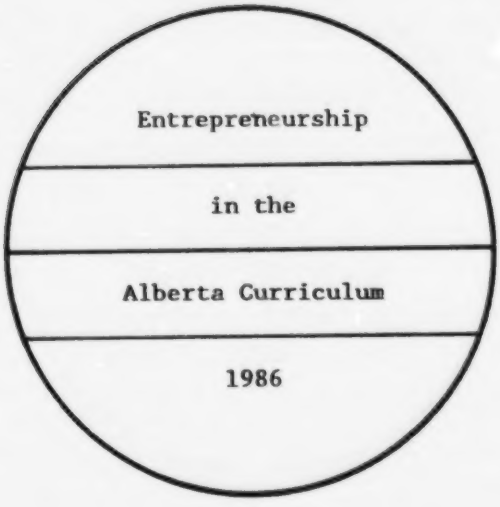

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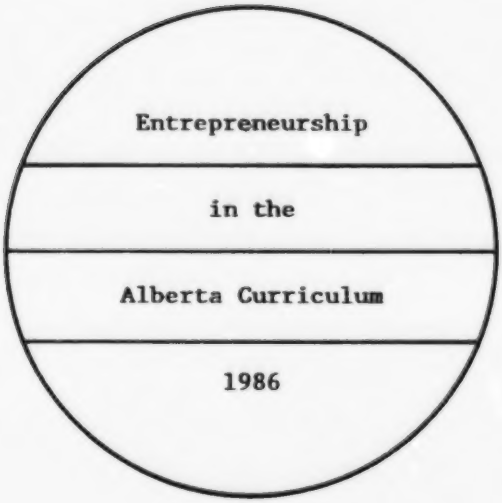
APPENDICES



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Examples of Some Enterprises in Five Fields of Small Business

I. **Extracting**

Agriculture
Forestry
Mining
Commercial Fishing

II. **Manufacturing**

Printing Shop
Bakeries
Soft-drink Bottling Plants
Machine Shops
Meat-Packing Plants
Ready-Mix Concrete Plants
Cabinet Shops
Local crafts people

III. **Wholesaling**

Hardware
Stationary
Groceries
Fruits and Vegetables
Equipment and Supplies for Barber and Beauty Shops

IV. **Retailing**

A. Over the Counter
Clothing Stores
Shoe Stores
Building Materials Stores
Auto Part Dealers
Appliance and TV Stores
Restaurants
Record Shops
Jewelry Stores
Supermarkets

B. Mail-Order
Hobby Supplies
Gourmet Foods
Needlework and Sewing Supplies
Camping Equipment

C. Direct
Cosmetics and Household Cleaning Products
Party plan -display and demonstrate products to friends.

D. Vending Machine
Soft Drinks
Candy
Cigarettes
Small Toys
Sandwiches

V. **Services**

A. Personal
Health Care
Beauty and Barber Shops
Laundry
Dry Cleaning
Photography
Travel Agencies
Day Care Centers
Music Teachers

B. Business
Store and Building
Security Firms
Equipment Rental
Delivery Services
Janitor and Building Maintenance Services

C. Repair
House Appliances
Bicycles
Lawn Mowers
Reupholstery
Plumbers
Electricians
Floor Covering Installers

D. Entertainment and Recreation
Bowling Alleys
Motion Pictures Theatres
Skating Rinks
Swimming Pools
Miniature Golf Courses

E. Hotel and Lodging
Hotels
Motels
Trailer Parks
Guest Ranches

Appendix B

Selected Definitions

The majority of the following definitions have been extracted from **A Dictionary of Canadian Economics** by Crane (1980).

Innovation The use of a new idea, material, or technology by an industry to change either the goods or services produced or the way in which the goods or services are produced or distributed.

Invention The creation of a new technology or process, as opposed to its application.

Market 1. The place where buyers and sellers meet to exchange goods for money or for other goods, at a price that is arrived at through an implied auction in which buyers and sellers negotiate price.
2. The demand, actual or potential, for a product or service.

Productivity The output of goods and services in the economy or in an industry resulting from effective use of various inputs, such as the skilled workers, capital equipment, managerial know-how, technological innovation, and entrepreneurial activity, used to produce those goods and services.

Profit What is left over for the owner(s) of a business after all expenses have been deducted from the revenues of a firm. Gross profit is the profit before corporate income taxes. Net profit is the final profit of the firms after all deductions have been made.

Small business A firm with twenty or fewer employees: this is the definition used in Statistics Canada's monthly employment survey. According to the Ministry responsible for Small Business, a small business is any manufacturing firm with fewer than one hundred employees, or, in any other sector, a firm with fewer than fifty employees. Using either definition, small business accounts for 80 to 90 percent of all businesses in Canada.

APPENDIX C

Self-evaluation for potential entrepreneurs

There are a number of tests that purport to measure entrepreneurial potential. They ask questions related to subjects as diverse as your need for independence, your marital status, your sex, your sports interest, and your planning ability. However, in reviewing most of these approaches, it has been found that few of them attempt to predict success: only activity.

The following self-appraisal form refers to those areas that are important to success and can be controlled or affected by the individual.

If the statement is **rarely** true of you, score 1.
If the statement is **usually** true of you, score 2.
If the statement is almost **always** true of you, score 3.

		Score
1.	I have firmly established my personal objectives	_____
2.	My personality is the type that fits my business.	_____
3.	I tend to get things accomplished within reasonable time constraints.	_____
4.	I can change my objectives as my markets dictate.	_____
5.	I have common sense.	_____
6.	I would like to achieve something worthwhile.	_____
7.	I enjoy being responsible for getting things accomplished.	_____
8.	I like to operate alone and make decisions on my own.	_____
9.	Risky situations do not pose an unusual threat to me.	_____
10.	I can deal with uncertainty.	_____

		Score
11.	I can take and use negative comments from others.	_____
12.	I can sell myself and my business.	_____
13.	There is little chance for me to fail.	_____
14.	I have the energy needed to accomplish the task.	_____
15.	I am truly excited about the business.	_____
16.	I have a record of good health and miss little work because of sickness.	_____
17.	My business does not violate my social status.	_____
18.	My family is firmly committed to long hours and hard effort in regard to the business..	_____
19.	I get the job done with little wasted time.	_____
20.	I can select individuals to assist me in my weak areas.	_____
21.	I am able to get people working with me.	_____
22.	I have a high level of self-discipline.	_____
23.	I can appraise the world in a realistic manner.	_____
24.	I have the skill and experience necessary for my business.	_____

A score of 60 to 72 is good, 48 to 58 is fair, and under 48 is poor. It should be apparent that a high score is not a guarantee of success; many other factors must also be given consideration. However, if you have been both honest and objective in your answers, you may gain some insight into the degree your personal characteristics may affect the success of your business. A low score should certainly make you reconsider whether or not you want to own a small business.

Source: Hollingworth, A. Thomas and Herbert W. Hand (1979), **A Guide to Small Business Management**. Philadelphia, Pennsylvania: W.B. Saunders Co.,pp.17.

APPENDIX D

Desirable Personal Characteristics of Entrepreneurs

Studies have demonstrated that successful entrepreneurs are characterized by certain desirable traits.

Specifically, the goals and objectives for secondary schools as outlined in **Secondary Education in Alberta: A Policy Statement** (1985) purport to develop the following characteristics/traits in students:

Would you agree that each of the following abilities are developed by the curriculum of secondary schools?

	Yes	No
1. Creative Ability	☐	☐
2. Problem Solving Ability	☐	☐
3. Self Confidence	☐	☐
4. Decision Making Ability	☐	☐
5. Calculated Risk Taking	☐	☐
6. Flexibility	☐	☐
7. Goal Setting or Planning Ability	☐	☐
8. Enthusiasm	☐	☐
Score	☐	☐

Comments:_____

_____

_____

MONEY

Clever kids are cashing in

Summer's a hot time for a new generation of pre-teen entrepreneurs

By Dennis Blank

Hundreds of precociously profit-minded kids are proving this summer that age has no monopoly on making money.

Through August, 82,000 teens will be self-employed, and an increasing number of kids 12 and under are striking out on their own, too.

"The young entrepreneur is emerging as this generation's new hero," says Vern Harnish, national director of the Association for Collegiate Entrepreneurs.

Harnish got more than 4,000 inquiries from teens and pre-teens after *Reader's Digest* published an article in February about young entrepreneurs.

Educators are adding encouragement. This fall, Tracey Gilbreath's fifth- and sixth-grade students in Hunt, Texas, will start with $3,000 in seed money from previous class money-making projects.

"The whole subject is picking up speed," Harnish says. "More parents are saying, 'Hey, rather than giving them an allowance, I am going to encourage my children to earn it in some little venture.'"

Here's a look at two ventures that succeeded in a big way, plus start-up tips.

Her secret: Scissors and a nose for news

Like any successful business person, Holly Smith of Wichita, Kan., wants her newspaper clipping service to grow. And with school out, she's devoting more time to her goal: Doubling sales by year's end.

Since she sent out her first mailing about a year ago, she has earned more than $550. Holly, 12, who will be in eighth grade next fall, spends a couple of hours a day reading local newspapers.

If she spots an article about one of her clients — mostly local entrepreneurs — she makes five copies and mails them for a fee of $2. She tries to recruit new clients by spotting articles and sending them clippings and a sales letter. ("I'm an entrepreneur, age 12, ..." it begins.)

Holly's not sure what she'll do with her earnings. "My brothers and sisters think I should save it to buy a car."

She'd probably cut a good deal. "She has a real good head for business," says her father, Doug. "Everyone hates to go shopping with her, because she takes so long to check out the prices."

By Larry Fleming

PAPER PROFITS: Holly Smith keeps a journal of her income and of expenses such as stamps.

By David L. Wolfe

HANDS-ON: Kevin, left, with TAKA Enterprises secretary-treasurer Audrey and president Trevor. Both the officers know how to handle money and Trevor wants to diversify and "sell more things."

This firm draws on a family of talents

TAKA Enterprizes, a fledgling stationery company based in Moorehead, Minn., is entering its busiest season. Since it began last August, most of the company's $350 in sales have come from crafts shows, which abound during the summer.

The owners are fledglings, too — Trevor, 9, Audrey, 8, Kevin, 5, and Amy, 2, the children of Craig and Carol Brandt. The kids launched the company with part of the $1,200 they've earned as prizes in almost 40 coloring contests. Their product line includes notepads and greeting cards bearing the Brandts' prize-winning art work.

"The most fun part is doing the drawing," says Trevor. "That's the only thing Amy can do right now." Audrey has branched off into making personalized birth announcements.

The children package the stationery in batches of eight to 12 sheets, wrap it, and head for the stores and craft shows. One recent Saturday morning, the two oldest were up at 6:30 a.m. "raring to go," and ended up selling more than $100 worth at a weekend craft show, their father said.

Tips for pre-teen tycoons

Think big, start small. Don't risk more than you can spend; use allowance to buy a product that can be resold at a profit. Write for reports by the Center for Entrepreneurship, Wichita State University, Wichita, Kan. 67208. Some ideas:

- Repair bikes
- Care for pets, houseplants
- Sell seeds and plants
- Wash cars
- Address envelopes
- Paint house #'s on curbs
- Do typing, copying services
- Wrap gifts

They're paid 60 cents an hour for their time; the rest goes back into the business.

"They are more successful if they come up with the ideas themselves," says Brandt, who's a salesman in a music store. "We're amazed at how they're willing to work."

THE NEW ENTREPRENEURS

By combining their schooling with their ingenuity and a dash of entrepreneurial spirit, some young Canadians have managed to escape the grey spectre of unemployment by working for themselves. Some accounts of their success follows:

Roxane Taylor and Nancy-Anne Gerdes: In 1982 the two high school graduates from Calgary decided to supplement their $110-a-week earnings as part-time grocery clerks. Their inspired idea: custom-designed, hand-painted running shoes. Starting with a booth at the Calgary Stampede, Taylor, 24, and Gerdes, 25, have watched their innovation grow into a busy retail and wholesale company called Funky Punkers. Recently relocated in larger premises in Calgary's Stephen's Avenue Mall, Funky Punkers sells the $34.99 running shoes as well as a complete line of off-beat clothing and accessories for men and women. Pleased by monthly sales of $12,000 and the fact that they employ five people, Taylor and Gerdes are planning to expand their operation to Vancouver and Toronto next year. Said Taylor: "It is wonderful to see an idea grow into a business."

Vincent Micallef: Eighteen months ago he started with an idea based on computer software. "Now," he said proudly, "we employ 18 people and are looking at operating 72 stores nationally by 1986." Micallef graduated in business administration from Simon Fraser University in Burnaby, B.C., last August. Now he is a partner, along with his brother, Joseph, and another Simon Fraser graduate, Bud Eaton, in Compu Software Inc. Compu is one of the biggest business success stories to come out of Vancouver in recent years. While still at university, Micallef, an avid home computer user, noticed that most computer stores only sold computers. Buyers often

had to obtain the programs that ran the machines -the software- separately. Said Micallef: "There was a huge market niche for microcomputer software that was not being addressed." The three Vancouverites set out to fill the gap and since April, 1983, they have opened stores in Vancouver, North Vancouver and one in Victoria. And they plan to open three other outlets in Vancouver and Toronto. Said Micallef: "Things have been so busy that I have not had time to count how rich I have become."

Alena Alberani and Karen Obermaier Dressed in colorful clown outfits, Alberani, a 19-year-old student at Halifax's Mount St. Vincent University, and her partner, Obermaier, also 19, a student at Dalhousie University, roam the streets of Halifax distributing advertising flyers for a local restaurant. They call their business Motion Promotions and they started it about a month ago. The two women became business partners after they were hired to do a temporary promotion job for another company. "After five days we were unemployed again," said Alberani. "So we decided to create our own work" With an original investment of $600, Alberani and Obermaier began to advertise their personalized promotion service. They charge $12 an hour to distribute material on the street. Said Alberani, who expects that she will earn enough in the next few months to finance her language studies next year. "I never envisioned that I would be doing this."

Heather MacKenzie: At 24, she is one of seven MBA students who created a Montreal company called McGill Business Consulting Bureau in May. The young entrepreneurs are offering their advice to companies for $90 a day. Said MacKenzie: "We are doing everything from market research to arranging a government patent for a client with a new invention." The seven partners expect to generate $36,000 worth of business by the end of the summer. Said MacKenzie: "We all came into this not only to have a job but to give ourselves some practical experience in our chosen field."

Joseph Gonyeau:

Success has overwhelmed the 22-year-old owner of Taygon Contracting Ltd. of Texdale, Ont. Gonyeau is a business administration student at Humber College and he opened his landscaping and grounds maintenance company last summer after deciding that temporary summer jobs washing dishes and loading trucks were too demoralizing and paid too little. He took out a bank loan for $5,000 and set up his office in the back of his parents' house. Taygon now claims monthly sales of $12,000, and Gonyeau employs five full-time staff. Said Gonyeau: "It has gone so much better than I expected that I have had to turn business away."

Source: **Maclean's** , Vol.97, No. 29, July 16, 1984.

THE NANTON WATER COMPANY

At first glance, Nanton, Alberta, would appear to be a typical, rural, western town. Located seventy kilometres south of Calgary within sight of the foothills of the Rocky Mountains, it boasts a population of 2,000 people. Since the 1880's, land has been the chief source of prosperity. Cattle ranches and grain farms stretch out toward the horizon on all sides.

But Nanton is now becoming better known for two other assets it has. One is its pure, crystal clear spring water which is naturally sweet and low in acids and which flows from any tap in town. The other is Paul Abildgaard, A Danish-born Canadian, who saw an opportunity and began the Nanton Water Company.

Paul Abildgaard knows his business. Before he began his own company, he had worked with two other firms in the food distribution business for twenty years. During these years he established many business contacts and gained much valuable experience. He knew there was a growing demand for mineral water. The sales of Perrier water, imported from France, were growing rapidly.

His strategy was simple -sell a good product cheap! His plant, which had been a honey factory, was painted and fixed up with the help of his family. He had no partners nor did he borrow. He was also able to get used machinery to equip his bottling plant and saved even more by restoring the machinery himself. He did get a grant of $58,000 from the federal government's Department of Regional Economic Expansion and invested $232,000 of his own money in the company. In a very short time, he bought the spring itself and three acres of land surrounding it.

His plant opened in February 1981. It took two days to fill the first 2,000 cases and one day to sell the lot. In 1982 Abildgaard expected his operation would sell 3.5 million bottles of Nanton water and in 1984, he was aiming to sell close to 6 million bottles. In Calgary you can buy two bottles of Nanton water for the price of one bottle of many competitors. Chain store buyers in Calgary report that Abildgaard's water is outselling imported Perrier water 20 to 1.

Abildgaard did not leave it at that. He began to offer flavoured mineral waters. To the naturally sweet water he is now adding pure, sour flavours made for him in Montral.

With 34% of sales, plain, unflavoured Nanton water is still his single bestseller. However, taken together, the lemon-lime, orange and apple-flavoured Nantons are more popular. They also compete in a different market that has been dominated by large firms like Pepsi Cola and Coca Cola.

Although Nanton water is not available in Eastern Canada because of high transportation costs, Abildgaard used his keen sense of opportunity to open up an export market for his product. One day he read in the newspaper about the distribution system of Safeway, the largest retail chain in Alberta. He read that 90 Safeway trucks a week came into Edmonton loaded with produce from California. The same trucks made the return journey through Nanton -empty! A phone call led to a deal with Safeway in which the empty Safeway trucks simply backed up to the Nanton Water Company's loading dock on the way home to the U.S. As a result, more and more Americans in places like Denver and Salt Lake City may now purchase the pure water from Nanton, Alberta.

The Company continues to expand. A second bottling line which can process an additional 100 bottles a minute has been installed. It too was purchased used and restored by Abildgaard. The $129,000 price tag was paid out of the company's earnings. To sell his increased output, he has begun to advertise in a big way. In his first year of operation he gave away 2,000 cases of Nanton water and spent $8,000 in television advertising. The 1982 advertising budget was increased to $390,000.

Although Alberta may be better known for its golden wheat fields or the black gold (oil) beneath its surface. Abildgaard is proving there is gold in even the water in Alberta. The profits which can be made on beer and soda pop don't come close to what can be made in bottled water. Abildgaard estimates that each hour his two assembly lines are running he is making $600 profit. Such profitability has not gone unnoticed by the large firms in the food and beverage industry. Already he has had three offers to buy his business which would leave him a millionaire several times over.

In addition, Abildgaard recently started a meatball producing and packing plant drawing on his training as a master-sausage-maker in Denmark.

from Jennings (1985). **Entrepreneurship: A Primer for Canadians.** Canadian Foundation for Economic Education.

Fish on neckties whale of an idea for entrepreneurs

NEW YORK (AP) — The latest craze to come down the pike is an idea spawned by three Wisconsin high school buddies while hoisting a few at a local watering hole.

Fish neckties . . . salmon, muskie, tuna, trout, walleye and northern pike have been spotted dangling beneath men's chins across the United States.

After only three months, the ties, retailing for between $15 and $22 US, have been selling out at boutiques, department and sporting goods stores.

"We get six to eight dozen overnight and they're gone in three, four hours," said Nicky Silver, a sales clerk at Reminiscence, a campy boutique in Manhattan's Greenwich Village.

Hanging tail down, as if freshly caught, the realistically colored fish stare at passers-by with wide, dead eyes. The muskie version even has teeth.

Mark Abramoff, father of the fish ties, says the neckwear will gross about $1 million US this year. His Milwaukee-based company, Ralph Marlin and Co., is selling about 5,000 ties a week and expects that to hit 30,000 by Christmas.

"We've heard every joke imaginable," said Steve Katz, co-owner of the Beachy Attitudes boutique in Provincetown, Mass. "Do they go with shark skin suits? How about herringbone tweeds?"

The idea for the finny fashions was a fluke.

Abramoff, high school friend Jim Stratte and a few others were at a bar one night last March and Stratte was wearing a T-shirt emblazoned with a fish.

"We got talking and I said, 'You could make a necktie like that. One that could be worn with a dress shirt,'" Abramoff said.

The others weren't convinced, but Abramoff was hooked. He enlisted a third friend, freelance artist Blaine Heilman, to make a prototype tie — a muskie on one side and northern pike on the other.

Abramoff gave up his job as a Shriner's fund-raiser to hawk the ties, but Stratte, 31, was not ready to leave his $40,000-US-a-year job with a Milwaukee law firm until the senior partners helped him make the decision.

Mark Abramoff with new line of fish [illegible] . . . may sell 30,000 a week by Christmas

Stratte came into work one day wearing a fish tie — a tuna, as Abramoff recalls. "We didn't like your moustache and we certainly don't like your tie," they told Stratte. He left [illegible]

The company plans new lines — large-mouth bass, catfish, barracuda, mackerel and brightly colored ocean fish. Skinny ski and gar ties for women and children's bow ties in "little guppies and smelts" could follow.

(Edmonton Journal, August 1986)